



**FOURTH ANNUAL
ACCREDITATION REPORT**

By the

COMMITTEE ON ACCREDITATION

To the

**CALIFORNIA COMMISSION ON
TEACHER CREDENTIALING**

**Fourth Annual Accreditation Report to the
California Commission on
Teacher Credentialing**

**By the Committee
on Accreditation**

**Assisted by the
Professional Services Division
Commission on Teacher Credentialing**

**Sacramento, California
August 1999**

Fourth Annual Accreditation Report to the Commission by the Committee on Accreditation

Table of Contents

Letter of Transmittal to the Commission	iv
The Committee on Accreditation (1998-1999)	v
Section I: Major Activities of the Committee on Accreditation	1
(1) Election of Co-Chairs for 1998-1999	1
(2) Committee Meetings During 1998-1999	1
(3) Presentations by the Committee on Accreditation	1
(4) Schedule of Committee Meetings for 1999-2000	2
Section II: Accomplishment of the Committee's Workplan in 1998-1999	3
(Task 1) Create an Evaluation Plan for the <i>Accreditation Framework</i> and Secure Funding and Award Contract	3
(Task 2) Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)	3
(Task 3) Review and Initial Accreditation of New Credential Programs	4
(Task 4) Professional Accreditation of Institutions of Postsecondary Education and Their Credential Preparation Programs	4
(Task 5) Revise the <i>Accreditation Handbook</i> and Team Training Curriculum	6
(Task 6) Maintain Public Access to Committee on Accreditation	6
(Task 7) Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation	6
(Task 8) Preparation and Presentation of COA Reports to the Commission	6
(Task 9) Other Required Elements of the <i>Accreditation Framework</i> – Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.	7
Section III: Proposed Workplan for the Committee in 1999-2000	8
(Task 1) Monitor the Evaluation of the <i>Accreditation Framework</i>	8
(Task 2) Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)	8
(Task 3) Review and Initial Accreditation of New Credential Programs	8
(Task 4) Professional Accreditation of Institutions of Postsecondary Education and Their Credential Preparation Programs	9
(Task 5) Revise the <i>Accreditation Handbook</i> and Team Training Curriculum	10

(Task 6)	Maintain Public Access to Committee on Accreditation	10
(Task 7)	Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation	10
(Task 8)	Preparation and Presentation of COA Reports to the Commission	10
(Task 9)	Other Required Elements of the <i>Accreditation Framework</i> - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.	10
Section IV.	Analysis of 1998-1999 Accomplishments	11
Appendix A:	Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Institutional Site Visits Conducted - 1998-1999	12
Appendix B:	Initial Program Accreditation Actions Taken by the Committee on Accreditation - 1998-1999	60
Appendix C:	Additional Accreditation Actions Taken by the Committee on Accreditation – 1998-1999	68

COMMISSION ON TEACHER CREDENTIALING

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COMMITTEE ON ACCREDITATION
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July 31, 1999

Dear Commissioners:

It is with personal and professional pleasure that, on behalf of the entire Committee on Accreditation, we submit to the California Commission on Teacher Credentialing the *Fourth Annual Accreditation Report* by the Committee on Accreditation in accordance with the provisions of the *Accreditation Framework*. This report presents an overview of the activities and accomplishments of the Committee in the past year and its proposed workplan for 1999-2000.

1998-1999 was the second year that the Committee fully exercised its responsibilities under the *Accreditation Framework*. Through the continued review of accreditation team reports and the accreditation decision-making process, the Committee has gained a more comprehensive understanding of its work and has taken steps to enhance its procedures.

The Committee now looks forward to its third full year with operational responsibilities in 1999-2000. We have had a successful year and are confident that we have maintained the high standards set by the Commission. This report provides evidence of our preparation and our confidence.

Sincerely,

Anthony Avina
Committee Co-Chair

Randall Souviney
Committee Co-Chair

The Committee on Accreditation

July 1999

California Commission on Teacher Credentialing Sacramento, California

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- **Philip A. Fitch**, Consultant, Professional Services Division
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Section I. Major Activities of the Committee on Accreditation

This section of the Annual Report provides specific information about the principal activities of the Committee on Accreditation. In addition, information is provided about the meetings of the COA and its presentations during the year. Finally, the meeting schedule and proposed workplan for 1999-2000 are provided.

(1) Election of Co-Chairs for 1998-1999

In its inaugural year of operation, the Committee agreed that Co-Chairs (one from postsecondary education and one from K-12 education) would be elected annually. In August of 1998, the Committee elected Anthony Avina and Randall Souviney to serve as Co-chairs during the 1998-1999 academic year.

(2) Committee Meetings During 1998-1999

In accordance with the duties assigned to the Committee on Accreditation and its adopted workplan for 1998-1999, the Committee on Accreditation held the following meetings. The Committee held either one-day or two-day meetings, depending on the amount of business before the body.

August 27, 1998	Riverboat Delta King, Sacramento, CA
October 28-29, 1998*	Shelter Pointe Hotel and Marina, San Diego, CA
January 28-29, 1999	Hawthorn Suites, Sacramento, CA
March 17-18, 1999*	Hotel De Anza, San Jose, CA
April 29-30, 1999	Commission Offices, Sacramento, CA
May 27-28, 1999	Commission Offices, Sacramento, CA
June 24-25, 1999	Commission Offices, Sacramento, CA

* These meetings were held in conjunction with the Fall and Spring Conferences, respectively, of the California Council on the Education of Teachers, State of California Association of Teacher Educators and California Association of Colleges of Teacher Education.

(3) Presentations by the Committee on Accreditation

The Committee continued to make presentations about its activities, in order to make accurate accreditation information available to the education community. The Committee sought opportunities to present its work at appropriate occasions. In 1998-1999, the Committee made presentations at the following events.

California Council on the Education of Teachers, October, 1998
Credential Counselors and Analysts of California, October, 1998
California Council on the Education of Teachers, March, 1999

In addition to these presentations, the Committee on Accreditation has also taken advantage of the web-site operated by the California Commission on Teacher Credentialing. There is a separate "web page" devoted to accreditation activities and documents.

(4) Schedule of Committee Meetings for 1999-2000

August 26, 1999	Commission Offices, Sacramento, CA
October 27-28, 1999*	Shelter Pointe Hotel, San Diego, CA
January 20-21, 2000	Commission Offices, Sacramento, CA
March 22-23, 2000*	Hotel DeAnza, San Jose, CA
April 27-28, 2000	Commission Offices, Sacramento, CA
May 25-26, 2000	Commission Offices, Sacramento, CA
June 29-30, 2000	Commission Offices, Sacramento, CA

* To be held in conjunction with the Fall and Spring Conferences of the California Council on the Education of Teachers, State of California Association of Teacher Educators and California Association of Colleges of Teacher Education.

Section II. Accomplishment of the Committee's Workplan in 1998-1999

On August 27, 1998, the Committee on Accreditation adopted its workplan for 1998-1999. The Committee's elected Co-Chairs presented this workplan to the Commission one month later. The nine items that follow represent the key elements of the 1998-1999 workplan for the Committee on Accreditation. It includes a detailed explanation of each task and its current status.

(Task 1) Create an Evaluation Plan for the *Accreditation Framework* and Secure Funding and Award Contract

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The development of the plan for external evaluation of the *Accreditation Framework* was begun in 1996-1997, but this task was carried over until the necessary funding was appropriated and will continue for four years in accordance with the *Framework* requirements. The funding for the evaluation was part of the Commission's 1998-1999 budget and carries forward for three years. The proposed Evaluation Plan was reviewed by the Committee on Accreditation and recommended to the Commission for approval. The Commission approved the Evaluation Plan and staff has prepared and distributed a Request for Proposals to interested organizations. A three year contract will be awarded to the successful bidder.

(Task 2) Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)

The Committee has negotiated formal memoranda of understanding with national professional education organizations over the past two years. A Partnership Agreement has also been signed with the National Council for the Accreditation of Teacher Education. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation of those programs. The Committee monitors the ongoing implementation of these agreements and evaluates their effectiveness. The Committee reviewed the standards of national professional education organizations and determined that some should be reviewed for comparability to California standards. The task will be accomplished in the 1999-2000 year. A status report on the partnership with NCATE was given by NCATE staff at the June meeting. Proposed new accreditation standards of NCATE were discussed with the COA at the same meeting.

(Task 3) Review and Initial Accreditation of New Credential Programs

This is one of the principal ongoing tasks of the Committee on Accreditation. The Committee has developed a procedure for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs are not given initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

During the 1998-1999 year, the following number of programs were given initial accreditation:

Administrative Services Credential Programs	6	
Education Specialist Credentials and in Special Education and Clinical Rehabilitative Services Credentials	45	
Multiple and Single Subject CLAD/BCLAD Emphasis Credential Programs and Internship Programs	28	
Pupil Personnel Services Credential Programs	2	
Adapted Physical Education Programs		4
Non-University Professional Development Programs the Professional Administrative Services Credentials	1	for
Multiple Subject Credential Programs for the Accreditation Pilot Project	8	

A detailed listing of the programs granted initial accreditation is included in Appendix B.

(Task 4) Professional Accreditation of Institutions of Postsecondary Education and Their Credential Preparation Programs

This is the principal ongoing task of the Committee on Accreditation. The Committee on Accreditation concluded its second year of full responsibility to make the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 1998-1999 year, there were twelve accreditation visits to colleges and universities. A total of 106 accreditation team members participated in the visits. Following is the list of institutions and the accreditation status given by the Committee on Accreditation:

1998-1999 Accreditation Visits

Institution	Accreditation Decision
• Biola University	Accreditation with Technical Stipulations
• Christian Heritage College	Accreditation with Technical Stipulations
• California State University, Sacramento	Accreditation
• Fresno Pacific University	Accreditation with Technical Stipulations
• John F. Kennedy University	Accreditation with Substantive Stipulations
• National Hispanic University	Accreditation with Substantive Stipulations
• Santa Clara University	Accreditation with Technical Stipulations
• St. Mary's College of California	Accreditation
• University of California, Santa Barbara	Accreditation
• University of La Verne	Accreditation with Substantive Stipulations
• Whittier College	Accreditation

A more detailed report of each accreditation visit is included in Appendix A. For each institution, the introduction to the accreditation team report is presented, followed by the COA accreditation decision, the list of all credential programs authorized for the institution, any stipulations given by the Committee on Accreditation and the date of the next accreditation visit.

In addition to the above accreditation visits, the Committee on Accreditation conducted three accreditation re-visits and received follow-up information from other institutions who received stipulations in the 1996-1997 accreditation cycle or those who required some specific accreditation action. A summary of those accreditation actions is included in Appendix C.

(Task 5) Revise the *Accreditation Handbook* and Team Training Curriculum

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. During the 1998-1999 year, the Committee on Accreditation evaluated the accreditation decision-making process of the prior accreditation cycle. As a result, some minor modifications in accreditation procedures are being included in the revisions being made in the *Accreditation Handbook* and the BIR Team Training Curriculum.

(Task 6) Maintain Public Access to the Committee on Accreditation

The Committee made a formal presentation at the annual conference of the California Credential Analysts and scheduled its October and March meetings in conjunction with the Fall and Spring conferences of the California Council on the Education of Teachers. Throughout the year, individual members of the COA have made informal reports about the Committee at various professional meetings around the state. The Committee on Accreditation now has its own web page on the Commission's website.

(Task 7) Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, it was regularly apprised of the progress of the panel throughout the year. The Committee also received reports on legislation, the Beginning Teacher Support and Assessment (BTSA) program, the pre-intern program, district internship programs, the reciprocity study (SB1620-Scott), the report of the technology advisory panel, and the pilot accreditation study (SB 2730-Mazzoni).

(Task 8) Preparation and Presentation of COA Reports to the Commission

The Committee on Accreditation adopted its Fourth Annual Accreditation Report to the California Commission on Teacher Credentialing at its August 1999 meeting. It was scheduled for presentation at the September meeting.

(Task 9) Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.

Each year, the Committee must elect Co-Chairs, adopt a meeting schedule, orient new members, prepare reports to the California Commission on Teacher Credentialing, and review and modify its own procedures manual. In August 1998, the Co-Chairs were elected. The schedule of meetings was adopted in May 1999. The orientation of members elected in July 1998 was conducted prior to the August COA meeting, continued at the August meeting and concluded at the October meeting with the presentation of a simulated team report and subsequent Committee discussion and action.

Throughout the year, the Committee considered new and revised accreditation procedures for various circumstances. The Committee adopted procedures for the approval of blended programs of subject matter and professional preparation. The Committee recommended procedures for the initial accreditation of institutions to the Commission for subsequent adoption. The Committee discussed and adopted procedures to follow in the implementation of the Accreditation Pilot Project (SB 2730-Mazzoni). Accreditation procedures were adopted for District Internship Programs and for Non-University Programs of Professional Development for the Professional Administrative Services Credential.

Section III. Proposed Workplan for the Committee in 1999-2000

The items that follow represent the key elements of the 1999-2000 workplan for the Committee on Accreditation. As the Committee has moved into the implementation phase of the accreditation system, ongoing tasks make up a major part of the work and the oversight of the COA, rather than the development of policies and procedures. The nature of the workplan has gradually been shifting in that direction for the past two years.

(Task 1) Monitor the Evaluation of the *Accreditation Framework*

The *Accreditation Framework* calls for an outside evaluator to conduct an in-depth evaluation of the *Framework* over a four-year period beginning with the first official accreditation visits. The Commission and the Committee on Accreditation developed a plan for the evaluation and a Request for Proposals was approved by the Commission. Once the contractor is selected, the COA will assist in the gathering of data and monitor the progress of the evaluation. Regular reports will be made to the COA and the Commission in the spring of 2000, 2001 and 2002 with the final report due by December 2002.

(Task 2) Monitor the Implementation of and Evaluate the Effectiveness of Accreditation Agreements with Selected National Organizations (including NCATE)

The Committee has negotiated formal memoranda of understanding with national professional education organizations over the past two years. A Partnership Agreement has also been signed with the National Council for the Accreditation of Teacher Education. These memoranda govern the portion of the *Accreditation Framework* that permits national accreditation of credential programs to substitute for state accreditation of those programs. The Committee must now monitor the ongoing implementation of these agreements and evaluate their effectiveness. During the next year, the COA will conduct comparability studies of state and national standards in reading, special education and library media. Initial steps in the review and modification of the partnership with NCATE will be undertaken, since the partnership must be renewed in October, 2000.

(Task 3) Review and Initial Accreditation of New Credential Programs

This is one of the principal ongoing tasks of the Committee on Accreditation. The Committee has developed a procedure for handling the submission of proposed credential programs. Some of the decisions are made on the basis of expert review panel recommendations and some are made on the basis of staff recommendations. In all cases, programs are not given initial accreditation until the reviewers have determined that all of the Commission's program standards are met.

(Task 4) Professional Accreditation of Institutions of Postsecondary Education and Their Credential Preparation Programs

This is the principal ongoing task of the Committee on Accreditation. Effective September 1, 1997, the Committee on Accreditation assumed full responsibility to make the legal decisions regarding the continuing professional education accreditation of postsecondary education institutions and their credential programs. This task continues to make up the major portion of the March through June agendas of the Committee on Accreditation. During the 1999-2000 year, there are fourteen accreditation visits to colleges and universities and three accreditation visits to district internship programs. The following is a list of institutions and district internship programs to be visited.

Institutional Reviews

California Baptist University
California Lutheran University *
California State University, Fresno *
California State University, San Marcos *
Chapman University
Concordia University
Master's College
Occidental College
Pacific Union College
Pepperdine University
Point Loma Nazarene University
San Francisco State University *
University of California, Los Angeles
University of California, Santa Cruz

* Merged COA/NCATE Visit

District Internship Reviews

Compton Unified School District
Los Angeles Unified School District
Ontario-Montclair School District

In addition to the above accreditation visits, the Committee on Accreditation will continue to receive follow-up information from the seven institutions who received stipulations in the 1999-2000 accreditation cycle, including three re-visits. Actions will be taken to remove stipulations, approve the withdrawal of programs and to change the accreditation status of institutions, based upon the removal of stipulations.

(Task 5) *Revise the Accreditation Handbook and Team Training Curriculum*

The Committee on Accreditation is committed to continuous improvement in the accreditation process. Each year, the Committee reviews the *Accreditation Handbook* and its training curriculum to ensure that it provides accurate and useful information to its clients. Minor modifications of accreditation procedures are incorporated into the accreditation process and the training curriculum as they occur. A complete revision of the *Accreditation Handbook* will be prepared during the 1999-2000 year.

(Task 6) Maintain Public Access to the Committee on Accreditation

The Committee will continue to seek opportunities to make presentations to professional organizations. Written materials/publications will be developed when possible to carry this task forward. Individual committee members will be available to assist in the process.

(Task 7) Receive Regular Updates on SB 2042 Advisory Panel and Other Commission Activities Related to Accreditation

The Committee believes that the work of the SB 2042 Advisory Panel will have significant implications for its work in accreditation. Thus, it will be regularly receiving reports of the panel's activities. The Committee will also be receiving information related to other Commission activities related to accreditation issues.

(Task 8) Preparation and Presentation of COA Reports to the Commission

Each year the Committee on Accreditation presents its annual report to the California Commission on Teacher Credentialing at its August or September meeting. Interim reports to the Commission will be made as needed.

(Task 9) Other Required Elements of the Accreditation Framework - Election of Co-Chairs, Adopt Meeting Schedule, Orient New Members, On-Going Review of Accreditation Process and Procedures, etc.

Each year, the Committee elect Co-Chairs, adopts a meeting schedule, orients new members, and modifies its own procedures manual. In the process of the ongoing accreditation reports and discussions, the Committee is conducting an on-going review of the Accreditation process. As a result of those discussions, the Committee modifies and adopts accreditation procedures, as necessary.

Section IV. Analysis of 1998-1999 Accomplishments

The 1998-1999 year was important in the life of the Committee on Accreditation. After a full year receiving accreditation team reports and making accreditation decisions (1997-1998), the Committee reflected at a number of its meetings about ways to improve the accreditation decision-making process. The Committee decided to continue a practice initiated during its first year, of devoting part of each meeting to a de-briefing discussion of the accreditation decision-making process, after action was taken on each institution. The discussions have continued to be very helpful to the Committee in "fine tuning" the accreditation procedures.

The Committee believes that it has made very good progress in its second full year of responsibility. In addition to hearing and acting upon eleven accreditation team reports, the COA made initial accreditation decisions for 92 professional preparation programs, mostly in special education, multiple and single subject and school administration. The Committee was responsible for conducting a training sessions for new members of the Board of Institutional Reviewers. In summary, the Committee on Accreditation has achieved a high degree of success in its workplan, and looks forward to continuing to exercise its authority as defined in the *Accreditation Framework*.

APPENDIX A

**Continuing Accreditation Decisions Made by the
Committee on Accreditation Based Upon Institutional
Site Visits Conducted
1998-1999**

APPENDIX A

Continuing Accreditation Decisions Made by the Committee on Accreditation Based Upon Institutional Site Visits Conducted 1998-1999

Introduction

Following is a summary of the continuing accreditation decisions made by the Committee on Accreditation during the 1998-1999 academic year, based upon team site visits. The institutions are listed in alphabetical order. For each of the thirteen institutions visited, the first part of the accreditation team report is printed. This includes the name of the institution, the dates of the visit, the accreditation team recommendation and the rationale for the recommendation. The list of team members is provided, along with a summary of the documents reviewed and the interviews conducted. This is followed by the accreditation decision made by the Committee on Accreditation.

Institution: Biola University

Dates of Visit: February 21-24, 1999

Accreditation Team Recommendation: ACCREDITATION WITH TECHNICAL STIPULATIONS

Rationale:

The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Framework*. In its deliberations, the team decided that several standards in both Common and Program sections were worthy of being noted in areas of strength and in some cases, areas of concern. Although some areas of concern were noted in the team report, the overall quality of the programs mitigated some of the concerns. After thorough discussion, the team decided to recommend the status of "**Accreditation with Technical Stipulations.**"

The recommendation for "Accreditation with Technical Stipulations" was based on the unanimous agreement of the team. The team felt that the concerns were of sufficient magnitude to place four stipulations on the institution, which are noted in the team report. However, the team determined the institution is determined to have overall quality and effectiveness in its credential programs, apart from the identified technical problems. In light of its investigation the team concluded that there were not important deficiencies or areas of concern that were related to matters of curriculum, field experience, or candidate competence, or the ability of the institution to deliver programs of quality and effectiveness.

The Accreditation team recommends the following stipulations:

- That the institution develop and implement a plan to organize and provide adequate faculty and staff resources to meet the needs of the growing student population.
- That the institution provide evidence that candidates and prospective candidates receive consistent and accurate information, advisement and assistance
- That the institution provide evidence that systematic procedures to monitor and evaluate faculty supervisors have been implemented and that information collected is used to guide continued improvement.
- That the institution provide evidence of a systematic procedure for developing competencies and experiences to help candidates to demonstrate skills in teaching diverse students and English language learners.

DATA SOURCES

INTERVIEWS CONDUCTED	DOCUMENTS REVIEWED
8 Program Faculty	X Catalog
9 Institutional Administration	X Institutional Self Study
38 Candidates	X Course Syllabi
17 Graduates	X Candidate Files
5 Employers of Graduates	X Fieldwork Handbook
10 Supervising Practitioners	X Follow-up Survey Results
1 Advisors	0 Needs Analysis Results
3 School Administrators	X Information Booklet
2 Credential Analyst	X Field Experience Notebook
0 Advisory Committee	0 Schedule of Classes
7 Other Faculty	X Advisement Documents
	X Faculty Vitae

Team Leader: James Mahler, California Lutheran University

Team Member: J.L. Fortson, Pepperdine University

Team Member: Paula (Polly) Bowers, Lake Elsinore Unified School District

Team Member: Marian Reimann, Los Angeles Unified School District

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for Biola University and all of its credential programs:

ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the stipulations:

- That the institution develop and implement a plan to organize and provide adequate faculty and staff resources to meet the needs of the growing student population.
- That the institution provide evidence that candidates and prospective candidates receive consistent and accurate information, advisement and assistance.
- That the institution provide evidence that systematic procedures to monitor and evaluate faculty supervisors have been implemented and that information collected is used to guide continued improvement.
- That the institution provide evidence of a systematic procedure for developing competencies and experiences to help students demonstrate skills in teaching diverse students and English language learners.

Based on this decision, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credentials
 - Single Subject Credentials
- (2) The Team recommends that Biola University provide evidence about the actions taken to respond to all of the stipulations noted above, with a focused re-visit within one year of the date of this action.
- (3) Staff recommends that:
- The institution's response to the preconditions be accepted.
 - Biola University be permitted to propose new credential programs for approval by the Committee on Accreditation.
 - Biola University be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: Christian Heritage College

Dates of Visits: April 11-14, 1999

Accreditation Team Recommendation: ACCREDITATION WITH TECHNICAL STIPULATIONS

Rationale:

The team recommends "Accreditation with Technical Stipulations" based on the policies of the Accreditation Framework and the findings arrived at after reviewing the self-study, interviewing all constituencies involved, and examining other documentation provided by the college. The overall strength and effectiveness of the program, confirmed by participants and employees of graduates, ameliorates the concerns which were raised. The team analyzed the concerns in conjunction with the program as a whole to come to unanimous agreement that they did not affect the overall high quality of the program. Concerns which the team members considered relevant to the overall effectiveness of the program, caused the team to recommend the following technical stipulations for the College:

- That the institution provide evidence that sufficient resources are available for adequate clerical support, for assigning and supervising field placements and for providing computer software and curriculum materials for all classes in the credential program.
- That the institution provide evidence that all Multiple Subject candidates are provided with instruction in mathematics methods.
- That the institution provide evidence that all Multiple Subject candidates are placed in primary and intermediate assignments.

Team Leader: Mary Humphreys
Buena Park School District

Team Members: Carla Eide
College of Notre Dame

Marilyn Vaughn
Bethany College

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
12	Program Faculty	X	Catalog
1	Institutional Administration	X	Institutional Self Study
33	Candidates	X	Course Syllabi
31	Graduates	X	Candidate Files
8	Employers of Graduates	X	Student Teaching Handbook
18	Supervising Practitioners	X	Follow-up Survey Results
5	Advisors	X	Needs Analysis Results
11	School Administrators	X	Information Booklet
1	Credential Analyst	X	Teacher Education Program Handbook
15	Advisory Committee	X	Schedule of Classes
		X	Advisement Documents
		X	Faculty Vitae
		X	Other

Additional Documents Reviewed:

Letters from graduates of the credential program
 Teacher Education Program Evaluation 1995, 1996, 1997, 1998
 Minutes, Faculty Development Committee
 Proposed Pay Scale: Adjunct Professors
 Minutes: Faculty Forum
 Graduate Follow-up Questionnaire
 Master Schedules for Students
 Mini course proposal
 Reading Standard proposal document to CCTC
 Pre-Service Workshop Proposals
 Teacher Education Program Admission Workshop forms
 Student Teacher Placement Forms
 Enrollment information summary sheet
 Admission interview data

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for Christian Heritage College and both of its credential programs:
ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the stipulations:

- That the institution provide evidence that sufficient resources are available for adequate clerical support, for assigning and supervising field placements and for providing computer software and curriculum materials for all classes in the credential program.
- That the institution provide evidence that all Multiple Subject candidates are provided with instruction in mathematics methods.
- That the institution provide evidence that all Multiple Subject candidates are placed in primary and intermediate assignments.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

Multiple Subject Credentials
Single Subject Credentials

- (2) Christian Heritage College must provide evidence about the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by Commission staff.
- (3) In addition:
- Christian Heritage College's response to the preconditions is accepted.
 - Christian Heritage College is permitted to propose new credential programs for approval by the Committee on Accreditation.
 - Christian Heritage College be placed on the schedule of accreditation visit for the 2004-2005 academic year.

Institution: California State University Sacramento

Dates of Visit: April 11-14, 1999

Accreditation Team
Recommendation: ACCREDITATION

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1. **Common Standards** - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All were judged to have been fully met. There was considerable discussion about Common Standard #4 in terms of whether or not a sufficient level of systematic, comprehensive evaluation exists. There was variation from one program to another on this standard; however the team decided that it did not warrant a finding of met minimally. The team found it as a concern.
2. **Program Standards** - Results of reviews of standards for individual programs were presented to the team by cluster leaders with additional comments as needed by cluster members. Following discussion of each program, the team concluded that program standards were met in five areas. However, in three programs, standards were judged to have been met minimally. Each of the standards minimally met are summarized by program area below.

In the Multiple Subject and Single Subject Credential Programs, Standard 33 on Determination of Candidate Competence was met minimally with quantitative concerns because signatures required of both the district field supervisor and the university supervisor were not found on evaluation documents of candidates in field work.

In the School Nurse Program, Standard #1 on Program Design, Rationale and Coordination, was met minimally with qualitative concerns. The team found a lack of coordination between the program's faculty, staff, with the Education unit, and other departments on campus. A review of documents also revealed a lack of distribution of content delineated in the standards across coursework required for the program.

- **Overall Recommendation** - The decision to recommend Accreditation was, in part, based on team consensus that all Common Standards were met. Furthermore, after reviewing all programs only two standards were judged to have been met minimally, one with quantitative concerns and one with qualitative concerns. The team concluded that all programs are effective and generally of high quality. The Deficiencies noted by the team are balanced by compensating factors in the program areas. Thus the team reached the decision that the overall evidence suggested the recommendation of Accreditation for the unit.

Team Leader: **Robert Monke**
California State University, Fresno

Common Standards Cluster:
Patricia Oyeshiku, Cluster Leader
San Diego Unified School District

Carolyn Haugen
Walnut Valley Unified School District

Curtis Guaglianone
California State University, Fresno

Basic Credential Cluster:
Kathleen Taira, Cluster Leader
California State University, Dominguez Hills

Clara Park
California State University, Northridge

Carmen Delgado-Contreras
San Mateo County Office of Education

Kim Breen
West Covina Unified School District

Eileen Oliver
California State University, San Marcos

Specialist Cluster:
Nancy Burstein, Cluster Leader
California State University, Northridge

Brigid Richards
San Rafael High School District

La Kecia Smith
Los Angeles Unified School District

Mary Purucker
Santa Monica-Malibu Unified School District

Services Cluster I:
Andrew Dubin, Cluster Leader
San Francisco State University

Mark Fulmer
Saugus Union School District

Louis Shaup
Rialto Unified School District

La Verne Aguirre
Alum Rock Union School District

Services Cluster II:

Judy Montgomery, Cluster Leader
Chapman University

Christine Ridley
Perris Unified School District

DOCUMENTS REVIEWED

University Catalog
 Institutional Self Study
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklets
 Field Experience Notebooks
 Schedule of Classes
 Advisement Documents
 Faculty Vitae
 Log of Clinic Hours

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Clusters	Services Cluster I	Services Cluster II	TOTAL
Program Faculty		46	64	29	34	13	186
Institutional Administration	12	14	3	2	18	8	57
Candidates		28	73	48	73	76	298
Graduates		12	30	22	39	15	118
Employers of Graduates		18	9	2	29	10	68
Supervising Practitioners		16	19	15	23	15	88
Advisors		4	2	0	18	5	29
School Administrators		6	7	7	25	5	50
Credential Analyst		3	0	0	2	2	7
Advisory Committee		5	2	1	9	6	23
Parents					8		8

TOTAL 932

Committee on Accreditation Action

The Committee acted to grant **ACCREDITATION** to California State University, Sacramento, and all of its credential programs.

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Clinical Rehabilitative Services Credential
 - Language Speech and Hearing
 - Special Class Authorization
- Health Services/School Nurse Credential
- Multiple Subject Credential
 - Multiple Subject,
 - CLAD/BCLAD Emphasis (Cantonese, Khmer, Korean, Hmong, Mandarin, Philipino, Spanish, Vietnamese)
 - CLAD/BCLAD Emphasis (Cantonese, Khmer, Korean, Hmong, Mandarin, Philipino, Spanish, Vietnamese) Internship
 - Middle Level Emphasis
- Pupil Personnel Services Credential
 - School Counseling
 - School Counseling Internship
 - School Social Work
 - School Psychology
 - School Psychology Internship
- Reading/Language Arts Specialist Credential
- Single Subject Credential
 - Single Subject,
 - CLAD/BCLAD Emphasis (Cantonese, Khmer, Korean, Hmong, Mandarin, Philipino, Spanish, Vietnamese)
 - CLAD/BCLAD Emphasis (Cantonese, Khmer, Korean, Hmong, Mandarin, Philipino, Spanish, Vietnamese) Internship
 - Middle Level Emphasis

- Education Specialist Credentials - Preliminary Level I
 - Mild/Moderate Disabilities
 - Moderate/Severe Disabilities
 - Mild/Moderate Disabilities, Internship
 - Moderate/Severe Disabilities, Internship
- Concurrent Credential Options
 - Multiple Subject (CLAD Emphasis)/Education Specialist
 - Single Subject (CLAD Emphasis)/Education Specialist
 - Middle Level Emphasis/Education Specialist

(2) In addition:

- California State University, Sacramento's response to the preconditions is accepted.
- California State University, Sacramento is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- California State University, Sacramento will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: Fresno Pacific University

Dates of Visit: March 14-17, 1999

Accreditation Team

Recommendation: ACCREDITATION WITH A TECHNICAL STIPULATION

Rationale:

The overall quality of programs at Fresno Pacific University is extremely high in the judgement of the team, based on its findings. The findings were identified by reviewing program documents, advisement materials, the university catalog and other university and graduate school documents; interviews with candidates, graduates, full time, adjunct and part-time faculty, university staff, coordinators, institutional administrators; K-12 site supervisors, teachers and administrators.

The team found that six Common Standards were fully Met, and two Common Standards, Resources and Faculty, were Met with Qualitative Concerns. In the credential program areas all standards were met with the following exceptions: Multiple Subjects – Standards 1,9, and 16; Single Subjects – Standard 9; Education Specialist – Standard 12; and Administrative Services – Standards 4 and 16. All of these were Met Minimally with Qualitative Concerns. While there are areas of concern noted in regard to Common and Program Standards, on balance, these are mitigated by the overall high quality of the institution and compensating strengths within these credential programs when all sources of evidence are considered. The finding of Accreditation with a Technical Stipulation is based on the one area for which the team was unable to find supporting evidence, faculty diversity.

The team found evidence of institutional attention to diversity such as the university fall retreat on diversity and the establishment of a university task force on diversity. Faculty knowledge about cultural, ethnic and gender diversity contributes to the quality of preparation for candidates preparing to work with linguistically and culturally diverse children. This finding was clearly supported in the documentation provided on faculty quality and in interviews with faculty, graduates and employers. However, there is little evidence that the faculty themselves are culturally and ethnically diverse, and that the unique perspectives of these large groups in California are embedded in the core program. This contrasts strongly with the local population with whom their candidates are being prepared to work. A previous WASC review team also noted the lack of diversity among faculty in its report. Interviews with administrators and faculty did not indicate a sense of urgency related to this concern. There appears to be a general feeling on campus that this is, and always will be, the condition, and that little, if anything, can be do in this regard. The team feels that accreditation with a technical stipulation will reinforce the need to develop a more proactive plan to address this serious concern.

Team Leader: Edward Kujawa
University of San Diego

Team Members:

Common Standards

Emily Lowe Brizendine
California State University, Hayward

Janet Minami
Los Angeles Unified School District

Basic Credentials Cluster

Reyes Quesada, Cluster Co-Leader
University of Redlands

Judith Greig, Cluster Co-Leader
College of Notre Dame

Wanda Baral
Ocean View School District

Alice Bullard
Newark Unified School District

Carolyn Csongradi
San Mateo Union High School District

Specialist Credentials Cluster

Janet Minami, Cluster Leader
Los Angeles Unified School District

Carol Adams
Lompoc Unified School District

Melinda Medina-Levin
San Diego Unified School District

Services Credential Cluster

Marcel Soriano, Cluster Leader
California State University, Los Angeles

Felicia Bessent
Elk Grove Unified School District

Bud Watson
 University of Redlands, Emeritus

CCTC Consultant Margaret Olebe

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
83	Program Faculty	X	Catalog
29	Institutional Administration	X	Institutional Self Study
238	Candidates	X	Course Syllabi
86	Graduates	X	Candidate Files
50	Employers of Graduates	X	Fieldwork Handbook
48	Supervising Practitioners	X	Follow-up Survey Results
21	Advisors	X	Needs Analysis Results
18	School Administrators	X	Information Booklet
2	Credential Analyst		Field Experience Notebook
39	Advisory Committee	X	Schedule of Classes
2	Support Staff	X	Advisement Documents
5	High School Students	X	Faculty Vitae
1	BCLAD Examiner	X	Candidate Portfolios

The Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for Fresno Pacific University and all of its credential programs:

ACCREDITATION WITH A TECHNICAL STIPULATION

The stipulation is:

Fresno Pacific University should develop a comprehensive plan that includes overall goals, specific strategies and a timeline documenting its ongoing efforts to seek out and recruit a diverse pool of candidates for full-time faculty. This plan should be submitted within one year from the date of this action to the CCTC consultant assigned to the visit

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services
 - Preliminary
 - Preliminary Internship
 - Professional
- Education Specialist
 - Mild/Moderate Disabilities
 - Mild/Moderate Disabilities Internship
 - Moderate/Severe Disabilities
 - Moderate/Severe Disabilities Internship
 - Physical and Health Impairments
 - Physical and Health Impairments Internship
 - Learning Handicapped
 - Severely Handicapped
 - Resource Specialist Certificate
- Multiple Subjects Credential
 - CLAD & BCLAD Emphasis (Spanish)
 - CLAD & BCLAD Emphasis (Spanish) Internship
- Single Subject Credential
 - CLAD & BCLAD Emphasis (Spanish)
 - CLAD & BCLAD Emphasis (Spanish) Internship
- Bilingual Specialist
- Reading and Language Arts Specialist

- Library Media Services
 - Pupil Personnel Services
 - School Counseling
 - School Psychology
- (2) Fresno Pacific University is required to provide evidence to Commission staff about the actions in response to the above stipulation within one year of the date of this action, in the form of a written report.
- (3) In addition:
- The institution's response to the preconditions is accepted.
 - Fresno Pacific University is permitted to propose new credential programs for approval to the Committee on Accreditation.
 - Fresno Pacific University will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: John F. Kennedy University

Dates of Visit: March 7-10, 1999

Accreditation Team

Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

The unanimous recommendation of the accreditation team for ACCREDITATION WITH SUBSTANTIVE STIPULATIONS was based on a thorough review of the self-study documentation presented to the team, additional information in the form of supporting documentation, interviews with campus and field-based personnel, interviews with candidates and graduates, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The recommendation of the team was based on the following:

Common Standards:

Six of the Common Standards were judged by the team to have been fully met.

Two of the Common Standards were judged to have been not fully met:

- Common Standard Two - Resources
- Common Standard Six - Advice and Assistance

The two Common Standards judged not to have been fully-met were based on the inadequacy of allocated resources to provide sufficient staffing of the program. Additionally, graduates reported inconsistencies in the area of advisement related to specific program requirements.

Program Standards: Multiple Subjects

All of the program standards were judged to have been fully met.

Program Standards: Single Subject

Nineteen of the twenty-one program standards were judged to have been fully met. Two of the program standards were found to be minimally met with qualitative concerns.

Generally, John F. Kennedy University (JFK) candidates who complete professional programs in Education are judged by professionals in the field to be well prepared to practice. However, the team found inconsistencies in the quality of preparation of Single Subject candidates regarding Program Standard Two, the development of professional perspectives. Additionally with respect to Program Standard Four, the team identified weaknesses in the course presentations of reading, writing and language arts. These specific standards are identified in the report with the specific findings of the team.

Program Standards: Internship

Twenty of the program standards were judged to have been fully met. Program Standard Nine was found to be minimally met with quantitative concerns.

The Accreditation Team recommends the following stipulations:

- That the institution develop and implement a strategic plan which clearly articulates the university's commitment to provide sufficient resources to support the Department of Education.
- That the institution provide evidence that candidates and prospective candidates receive consistent and accurate information, assistance, advising and guidance.
- That the University address the needs of Single Subject Credential Candidates by ensuring that candidates have opportunities to learn the essential themes concepts and skills related to the subject area authorized by their credential.
- That the University ensure that, consistent with Program Standard Nine, every Intern has an on-site mentor.

ACCREDITATION TEAM MEMBERS

Team Leader: Rosemary Fahey
Chapman University, Orange

Team Member: Patricia Geyer
Sacramento City Unified School District

Team Member: Bert Goldhammer
Placer Hills Union School District

DATA SOURCES

Interviews Conducted:

	Common Standards	Multiple Subject	Single Subject	Internship	Total
Program Faculty	8	4	3	3	18
Adjunct Faculty	4	4	4	5	17
Institutional Administration	6	6	2	4	18
Candidates	5	2	3	15	25
Graduates	9	9	5	6	29
Employers of Graduates	3	2	2	5	12
Supervising Practitioners	5	3	2	3	13
Advisors	4	4	1	3	12
School Administrators	3	2	1	2	8
Credential Analyst	1		1	1	3

Documents Reviewed

X	Catalog	X	Follow-up Survey Results
X	Program Document	X	Needs Analysis Results
X	Course Syllabi	X	Information Booklet
X	Candidate Files	X	Field Experience Notebook
X	Fieldwork Handbook		

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for John F. Kennedy University and all of its credential programs:
ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- That the institution develop and implement a strategic plan which clearly articulates the university's commitment to provide sufficient resources to support the Department of Education.
- That the institution provide evidence that candidates and prospective candidates receive consistent and accurate information, assistance, advising and guidance.
- That the University address the needs of Single Subject Credential Candidates by insuring that candidates have opportunities to learn the essential themes concepts and skills related to the subject area authorized by their credential.
- That the University ensures that, consistent with Program Standard Nine, every Intern has an on-site mentor.

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject
Multiple Subject Internship
 - Single Subject
Single Subject Internship
- (2) John F. Kennedy University is required to provide evidence of the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by a focused team re-visit. The institution is to provide a written progress report to the Committee on Accreditation within six months.
- (3) In addition:
- The institution's response to the preconditions is accepted.
 - John F. Kennedy University is not permitted to propose new credential programs for approval by the Committee on Accreditation until the stipulations are removed.
 - John F. Kennedy University will not be placed on the schedule of accreditation visits until after the Committee acts upon the revisit report.

Institution: National Hispanic University

Dates of Visit: May 23-26, 1999

Accreditation Team Recommendation: ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Rationale:

The team recommendation for Accreditation with Substantive Stipulations was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards - The Common Standards were first reviewed one by one and then voted upon by the entire team. Four standards were judged to have been met, three met minimally and one not met.
2. Program Standards - The Program Standards were first reviewed one by one and then voted upon by the entire team. Sixteen standards were judged to have been met, three met minimally and two not met.
3. Overall Recommendation - The decision to recommend Accreditation with Substantive Stipulations was, in part, based on team consensus that all although three standards were not met and six standards were met minimally, the institution should be able to appropriately address the concerns. The areas of concern are mostly centered around organizational and administrative issues. Although the concerns are serious and must receive careful attention by the institution, the team was of the opinion that the candidates are well prepared and comparable to candidates prepared by other institutions. Employers reported that the combined efforts of both NHU and the school districts are producing teachers prepared to serve all students. The institution has entered into partnerships with businesses, city government, the local state university and school districts. Further, the campus is located in a neighborhood context and appears to serve a local constituency. The team reached the decision that the overall evidence clearly supports the above accreditation recommendation.

Team Leader: Charles G. Zartman, Jr.
California State University, Chico

Team Member: Priscilla Walton
University of California, Santa Cruz

Team Member: Clara Chapala
California Department of Education

DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
15	Program Faculty	X	Catalog
2	Institutional Administration	X	Institutional Self Study
33	Candidates	X	Course Syllabi
15	Graduates	X	Candidate Files
8	Employers of Graduates	X	Fieldwork Handbook
5	Supervising Practitioners		Follow-up Survey Results
2	Advisors	X	Needs Analysis Results
12	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
4	Advisory Committee	X	Schedule of Classes
6	Interns	X	Advisement Documents
1	School Board Member	X	Faculty Vitae
1	University Education Dean		Other

TOTAL 108

Committee on Accreditation Action

(1) The Committee acted to make the following accreditation decision for National Hispanic University and all of its credential programs:

ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- That the institution provide evidence of the active involvement of the faculty in the governance of the program. The involvement must include sufficient full-time faculty to maintain effective coordination and management of the program.
- That the institution provide evidence of a comprehensive program evaluation system, involving the required constituencies, that collects data, analyzes it, and uses the information gathered for program changes and improvement, as needed.
- That the institution provide evidence of the implementation of systematic procedures for the selection, orientation and evaluation of all master teachers.

- That the institution provide evidence of a clearly articulated program design based upon a conceptual framework which explains the rationale for the delivery system.
- That the institution provide evidence of a clear and focused incorporation of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) instructional strategies throughout the program.
- That the institution provide evidence of a comprehensive and cohesive process of guidance, assistance and feedback for student teachers.
- That the institution provide evidence of the implementation of a final assessment process that is consistent with all of the elements of the standard.

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

Multiple Subject CLAD/BCLAD (Spanish) Emphasis
Multiple Subject CLAD/BCLAD (Spanish) Emphasis Internship

- (2) National Hispanic University must provide evidence to the Committee on Accreditation that appropriate actions have been taken to address each of these stipulations within one year from the date of this action. A focused re-visit will be conducted to verify the appropriate institutional action in relation to all stipulations. In addition, the institution will provide an interim written report within six months of steps being taken to address the stipulations.
- (3) In addition:
 - National Hispanic University's response to the preconditions is accepted.
 - National Hispanic University is not permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations are removed.
 - National Hispanic University will not be placed on the schedule of accreditation visits until after the revisit.
 - All current and entering students must be notified of the accreditation status of National Hispanic University with the Committee on Accreditation.

Institution: Santa Clara University

Dates of Visit: May 2-5, 1999

Accreditation Team Recommendation: ACCREDITATION WITH TECHNICAL STIPULATIONS

Rationale:

The team recommendation of Accreditation with Technical Stipulations was a result of a thorough review and analysis of the Institutional Self-Study Report, additional supporting documents available during the visit, interviews with administrators, faculty, students and other individuals professionally associated with the institution. The team visited several school sites which gave valuable insights into the process. The decision was based on the following:

Common Standards

The Common Standards were first reviewed one by one and then voted on by the entire team. Consensus was reached that all, with the exception of Common Standards one and eight were fully met.

Program Standards

Findings about Program Standards were presented to the team by cluster leaders, assisted by the cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas.

Overall Recommendations

The decision to recommend Accreditation with Stipulations was based on team consensus that all Common Standards were met. Common Standards 1 and 8 were met minimally. Although the team has identified several strengths in the Division of Counseling, Psychology and Education, the stipulations are recommended as an indicator of the importance placed on the need to quickly address the areas stipulated, including addressing administrative personnel staffing needs (Common Standard 1), and implementing a formal monitoring process with regard to master teacher criteria and subsequent placement (Common Standard 8) in the Multiple/Single Subject Programs.

Compensating strengths are important to note, especially in the area of faculty expertise, collaboration with local school district constituents and the university-wide strategic plan with its articulated vision shared by administrators, faculty, and students. The team concluded that all credential programs were effective and of high quality. Although the team recommends two stipulations, the overall quality of the program is good.

Team Leader: **Marsha Savage**
California Baptist University

Common Standards: **Jim Scott**
Eureka City School District

All Other Team Members

Basic Credential Cluster: **Diane Guay**, Cluster Leader
College of Notre Dame

Rodger Cryer
Franklin McKinley School District

Suzanne Riley
California Department of Education

Specialist Credential Cluster: **Ken Engstrom**, Cluster Leader
Fresno Pacific University

Satoko Davidson
Vallejo City Unified School District

Documents Reviewed

Institutional Self-Study Report
Division Catalogue and Brochures
Strategic Plan for University
Strategic Plan for Division
Division and University Organizational Chart
Division Guidelines
Program Budgets
Faculty Vitae
Faculty Handbook
Course Syllabi
Course Evaluations
Class Schedule
Information to Students
Application Packet
Candidate Files
Candidate Evaluations
Candidate Portfolios
Student Teaching Handbook

Student Teacher Binders
Field Experience Handbook
Intern Portfolios
Program Support Letters
Program Evaluation
Advisory Committee Minutes
Open House Announcements
Career Services File Information
Job Announcements
Community Needs Assessment
Graduate Follow-up
Agency Letters of Collaboration
Agency Internship Support Letters
Agency / University Contract
Faculty Involvement Plan Form
Intern Induction Plan Form

Documents Missing

Qualification form for Master Teachers
Graduate Follow-up Forms since 1993

Interviews Conducted

Type	TOTAL
Program Faculty	74
Institutional Administration	34
Candidates	113
Graduates	45
Employers of Graduates	12
Supervising Practitioners	25
Advisors	15
School Administrators	11
Credential Analyst	7
Advisory Committee	6

TOTAL 342

* Each number reflects the number of interviews conducted. In a number of cases, the same individuals were interviewed more than once by a different team members.

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for Santa Clara University and all of its credential programs:
ACCREDITATION WITH TECHNICAL STIPULATIONS

Following are the stipulations:

- The institution is to provide evidence that adequate administrative personnel are available to provide leadership for credential programs by hiring to fill openings.
- The institution must provide evidence of the implementation of a systematic review of all resident (master) teacher candidates to insure that all established requirements for these positions are fully met. Further, the institution must provide evidence that resident (master) teachers are periodically evaluated.

On the basis of this decision, the institution is authorized to recommend candidates for the following credentials:

- Administrative Services Credential

Preliminary
Preliminary Internship
Professional

- Multiple Subject Credential
 - CLAD Emphasis
 - CLAD Emphasis Internship
 - Single Subject Credential
 - CLAD Emphasis
 - CLAD Emphasis Internship
 - Specialist in Special Education Credential
 - Preliminary Level I and Professional Level II
 - Mild/Moderate Disabilities, including Internship
 - Early Childhood Special Education including Internship
- (2) Santa Clara University is required to provide evidence through a written report to the California Commission on Teacher Credentialing staff that appropriate actions have been taken to address each of these stipulations within one year from the date of this action.
- (3) In addition:
- Santa Clara University's response to the preconditions is accepted.
 - Santa Clara University is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - Santa Clara University will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: St. Mary's College of California

Dates of Visit: March 14-17, 1999

**Accreditation Team
Recommendation:** ACCREDITATION

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the institution. The decision was based upon the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All, with the exception of Common Standard Two, were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas.
3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards were met, although one was met minimally. The team further determined that there were numerous compensating strengths in the School of Education and that a stipulation should not be placed on the institution. Compensating strengths included consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all credential programs were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although the team identified some areas of deficiency or concern in this report, the overall quality of the programs is good.

Team Leader: **Randall Lindsey**
University of Redlands

Common Standards Cluster:

Jim Reidt, Cluster Leader
San Juan Unified School District

Crystal Gips
Chancellor's Office, California State University

Roger Harrell
Azusa Pacific University

Basic Credential Cluster:

Billie Blair, Cluster Leader
California State University, Dominguez Hills

Phil Barker
Visalia Unified School District

Jean Conroy
California State University, Long Beach (Emeritus)

Blanca Gibbons
Placentia-Yorba Linda Unified School District

Advanced Credential Cluster:

Steve Riley, Cluster Leader
Galt Union High School District

Suzanne Tyson
Pleasanton Unified School District

Penny Roberts
California State University, Long Beach

Barbara Wilson
California Department of Education (Retired)

DOCUMENTS REVIEWED

University Catalog
 Institutional Self Study
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklets
 Field Experience Notebooks
 Schedule of Classes
 Advisement Documents
 Faculty Vitae
 Faculty Minutes

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Adv Cred. Cluster	TOTAL
Program Faculty	3	32	61	19	115
Institutional Administration	3	10	3	8	24
Candidates		40	154	55	249
Graduates		23	65	32	120
Employers of Graduates		10	7	7	24
Supervising Practitioners		15	15	6	36
Advisors		33	5	10	48
School Administrators		10	9	11	30
Credential Analyst		1	1	1	3
Advisory Committee		8	9	12	29

TOTAL

678

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Committee on Accreditation Action

- (1) The Committee acted to grant **ACCREDITATION** to St. Mary's College of California and all of its credential programs:

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

- Administrative Services Credential
Preliminary
Professional
- Multiple Subject Credential
CLAD/BCLAD Emphasis (Spanish)
- Pupil Personnel Services Credential
School Counseling
- Reading/Language Arts Specialist Credential
- Resource Specialist Certificate
- Single Subject Credential
CLAD/BCLAD Emphasis (Spanish)
- Education Specialist Credentials - Preliminary Level I
Mild/Moderate Disabilities
Moderate/Severe Disabilities

- (2) In addition:

- The institution's response to the preconditions is accepted.
- St. Mary's College is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- St. Mary's College will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: University of California, Santa Barbara

Dates of Visit: May 17-20, 1999

Accreditation Team Recommendation: ACCREDITATION

Rationale:

The unanimous recommendation of the accreditation team for ACCREDITATION was based on a thorough review of the self study documentation presented to the team, additional information in the form of supporting documentation, interviews with campus and field-based personnel, interviews with candidates and graduates, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The recommendation of the team was based on the following:

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all program standards were met in all program areas; however, a few were not fully met. The team then discussed in detail each program standard that was less than fully met.

In the Administrative Services Credential Program, all of the standards for the Preliminary Program were fully met, and all but three of the Professional Standards were fully met. Professional Standard 8 – Design of the Professional Induction Plan, Standard 12 – Curriculum Content and Standard 18 – Nature of Non-University Activities were found to be met minimally with qualitative concerns. The Team was concerned with the absence of a final assessment component, insufficient breadth and depth in professional curriculum content and lack of a formalized system of approval for non-university activities in the professional program. These concerns are substantiated in the body of the Team report.

All other program standards were fully met. After the discussion about the standards, the team discussed and then voted on the accreditation recommendation.

3. Overall Recommendation - The decision to recommend Accreditation was, in part, based on team consensus that all Common Standards were met. Furthermore, even though three standards in one credential area were met minimally, the team determined that there were compensating strengths in that program area such as consistent reports from employers that graduates were well prepared, competent and effective. The team concluded that all credential programs were effective and of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation without stipulations.

ACCREDITATION TEAM MEMBERS

Team Leader: **Greta Pruitt**
Los Angeles Educational Partnership

Team Members:

Common Standards: **Sherman Sowby**
California State University, Fresno

**Basic Credential
Cluster:**

Andrea Canady
Burbank Unified School District

Mary Williams
University of San Diego

Natalie Kuhlman
San Diego State University

**Services Credential
Cluster:**

Dennis Evans
University of California, Irvine

Viola Mecke
California State University, Hayward

DATA SOURCES

DOCUMENTS REVIEWED

- X Catalog
- X Institutional Self Study
- X Course Syllabi
- X Candidate Files
- X Fieldwork Handbook
- X Follow-up Survey Results
- X Needs Analysis Results
- X Information Booklet
- X Field Experience Notebook
- X Schedule of Classes
- X Advisement Documents
- X Faculty Vitae
- X Other

INTERVIEWS CONDUCTED

	Common Stands. Cluster	Basic Cred. Cluster	Services Cred. Cluster	TOTAL
Program Faculty	9	14	17	40
Institutional Administration	7	3	1	11
Candidates	1	89	30	120
Graduates		28	20	48
Employers of Graduates		3	7	10
Supervising Practitioners		15	4	19
Advisors		5	0 ²	5
School Administrators	1	4	14	19
Credential Analyst	1	1	1	1
Advisory Committee Members		0	15	15

TOTAL 288

² Faculty in the Pupil Personnel Services and Administrative Services Credential Programs serve as advisors.

Committee on Accreditation Action

- (1) The Committee acted to grant **ACCREDITATION** to University of California, Santa Barbara and all of its credential programs:

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

Multiple Subject CLAD/BCLAD (Spanish) Emphasis
Single Subject CLAD/BCLAD (Spanish) Emphasis
Pupil Personnel Services: School Psychology
Preliminary Administrative Services
Professional Administrative Services

- (2) In addition:

- University of California, Santa Barbara's response to the preconditions is accepted.
- The University of California, Santa Barbara is permitted to propose new credential programs for approval by the Committee on Accreditation.
- The University of California, Santa Barbara be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: University of La Verne

Dates of Visit: April 18-22, 1999

Accreditation Team Recommendation: ACCREDITATION WITH TECHNICAL STIPULATIONS

The accreditation team unanimously supports the above accreditation recommendation based on a careful analysis of all available data presented in the institution's self study reports, documentation available at the time of the visit, and interviews with a wide variety of informants. Following are the specific stipulations:

- The institution must provide evidence of an effective, comprehensive program evaluation system that is implemented across all professional preparation programs and sites associated with the university. The evaluation system must demonstrate the potential for assuring continuous program improvement in the same ways that the quality management system implemented by the institution assures quality programs across colleges and departments.
- The institution must provide evidence that it has made provisions for all students to be able to access the campus-based infrastructure associated with learning resources. The evidence must indicate how all students, at all sites, are provided equal access to extant resources.
- The institution must provide evidence of a comprehensive system of orientation to professional preparation program information and institutional expectations for each field supervisor/cooperating teacher and to provide for their systematic evaluation.
- If Education Specialist program(s) are to be offered in the future, there must be evidence they are sufficiently resourced to allow meeting all appropriate standards on a continuing basis. This evidence must be provided through the initial program review process now underway.

The team recommends that University of La Verne provide evidence to the California Commission on Teacher Credentialing staff that appropriate actions have been taken to address each of these stipulations within one year from the date of this action. A staff re-visit is recommended to verify the appropriate action in relation to all stipulations.

Rationale:

The recommendation of the accreditation team for ACCREDITATION WITH TECHNICAL STIPULATIONS was based on a thorough review of the self study documentation presented to the team, additional information in the form of exhibits, extensive interviews with campus and field-based personnel, and additional information requested from administrators during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the institution's operation of its professional preparation programs. Although there are some common standards and program standards met minimally and there are concerns expressed by the team, the overall quality of the programs is good. The recommendation of the team was based on the following:

Common Standards: All eight common standards were met, however two were met minimally with quantitative concerns (Standard 3, Evaluation and Standard 8, District Field Supervisors) and one was met minimally with qualitative concerns (Standard 2, Resources). It was judged by the team that these concerns were of a technical nature and could be corrected within a reasonable amount of time.

Data, especially from students, graduates, and employers was very complimentary about the manner in which the University of La Verne organized its programs, the qualifications of faculty delivering program content, and the student's perceived learning, by students themselves and their employers. As a result of coursework and field experience, those recommended for credentials were prepared to function appropriately in classrooms, service positions, and specialist positions.

However, the team did identify some specific concerns, mostly related to the assurance of consistent excellence across program areas and across the variety of sites where programs are offered.

Program Standards: In general most of the standards for the range of programs offered by the University of LaVerne were met. However, there are a few standards in program areas that were met minimally. These areas of concern are detailed below:

Multiple and Single Subject: Three standards were met minimally. The team found that continued attention needs to be given to consistency of program offerings across the sites at which programs are offered. The areas where consistency needs to be assured are in coursework, student teaching supervision, and the establishment of consistent expectations for students and faculty in off-campus settings. It was also found that programs need to more effectively address the provision of field experiences for diverse ages and give more attention in preparing candidates for classroom management.

Reading/Language Arts: One standard was met minimally, related primarily to program coordination. There seems to be some confusion across multiple campus sites regarding the overall nature of the program, expectations related to course requirements, as well as expectations about meeting times. There seems to be one message delivered by those who recruit students and another by those who deliver programs.

Education Specialist: The Education Specialist program is in a state of transition from old program guidelines to new program standards. The institution is in the process of working to acquire new program initial accreditation. There has been specific feedback to the institution on its current submission in response to standards and additional suggestions from the accreditation team. For this reason, the team did not provide a standard by standard analysis, but rather provided information to be given to the Specialist in Special Education Program Review Panel. The process of initial program approval must be met before the institution may accept any additional students in to the Education Specialist program area.

Administrative Services: Only one standard was met minimally in the Professional level program. The institution needs to establish clearer mentor qualifications and follow these criteria in the selection and assignment of mentors to Professional level administrative services candidates.

Pupil Personnel Services: For this program, one standard was identified as being minimally met. The institution and those individuals who implement the Pupil Personnel Services program components need to pay closer attention insure that students in all clusters and the main campus gain a functional knowledge of mandated assessment instruments.

Team Leader: **James Richmond**
California State University, Chico

Common Standards Cluster:
Jean Conroy, Cluster Leader
California State University, Long Beach (Emeritus)

Linda Smetana
Holy Names College

John Yoder
Fresno Pacific University

Carol McAllister
Los Alamitos Unified School District

Basic Credential Program Cluster:
James Brown, Cluster Leader
Chapman University

Stacie Curry
Fowler Unified School District

Magdalena Ruz-González
Pacific Oaks College

Patricia Sako Briglio
Basset Unified School District

Mark Baldwin
California State University, San Marcos

Specialist Credential Program Cluster:
Carolyn Cogan, Cluster Leader
University of California, Santa Barbara

Mary Sickert
Escondido Unified School District

Sue Craig
Red Bluff Unified School District

Victoria Graf
Loyola Marymount University

Services Credential Program Cluster I:

Woodrow Hughes, Cluster Leader
Pepperdine University

Alex Pulido
California State University, Los Angeles

Hal Bush
Vacaville Unified School District

Mel Lopez
Chapman University

Services Credential Program Cluster II:

Bill Watkins, Cluster Leader
Davis Unified School District (Retired)

Mari Irvin
University of the Pacific

Albert Valencia
California State University, Fresno

DOCUMENTS REVIEWED

University Catalog
 Institutional Self Study
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Needs Analysis Results
 Information Booklets
 Field Experience Notebooks
 Schedule of Classes
 Advisement Documents
 Faculty Vitae

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Specialist Cred. Cluster	Services Cred. Cluster I	Services Cred. Cluster II	TOTAL
Program Faculty	2	33	24	16	17	17	126
Institutional Administration	4	13	8		2	4	31
Candidates		58	158	38	52	37	343
Graduates		30	37	11	49	20	147
Employers of Graduates		19	20	5	11	8	63
Supervising Practitioners		17	38	8	9	16	88
Advisors		6	1	2	3	2	14
School Administrators		8	22	1	1	7	39
Credential Analyst		3	(2)		(1)	(1)	3
Advisory Committee		3	8	12	2		25

TOTAL 879

Committee on Accreditation Action

- (1) The Committee acted to make the following accreditation decision for University of La Verne and all of its credential programs:
ACCREDITATION WITH SUBSTANTIVE STIPULATIONS

Following are the stipulations:

- The institution must provide evidence of an effective, comprehensive program evaluation system that is implemented across all professional preparation programs and sites associated with the university. The evaluation system must demonstrate the potential for assuring continuous program improvement in the same ways that the quality management system implemented by the institution assures quality programs across colleges and departments.
- The institution must provide evidence that it has made provisions for all students to be able to access the campus-based infrastructure associated with learning resources. The evidence must indicate how all students, at all sites, are provided equal access to extant resources.
- The institution must provide evidence of a comprehensive system of orientation to professional preparation program information and institutional expectations for each field supervisor/cooperating teacher and to provide for their systematic evaluation.
- If Education Specialist program(s) are to be offered in the future, there must be evidence they are sufficiently resourced to allow meeting all appropriate standards on a continuing basis. This evidence must be provided through the initial program review process now underway.

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

- Administrative Services Credential
 - Preliminary
 - Preliminary Internship
 - Professional
- Multiple Subject Credential
 - CLAD Emphasis
 - CLAD Emphasis Internship
- Pupil Personnel Services
 - School Counseling
 - School Counseling Internship

- Reading/Language Arts Specialist Credential
 - Resource Specialist Certificate
 - Single Subject Credential
 - CLAD Emphasis
 - CLAD Emphasis Internship
 - Specialist in Special Education Credential
 - Learning Handicapped
- (2) University of La Verne is required to provide evidence to the actions taken to respond to all of the stipulations noted above within one year of the date of this action, to be verified by a focused team re-visit
- (3) In addition:
- University of La Verne's response to the preconditions is accepted.
 - University of La Verne is permitted to propose new credential programs for accreditation by the Committee on Accreditation.
 - University of La Verne be placed on the schedule of accreditation visits for the 2004-2005 academic year.

Institution: Whittier College

Dates of Visit: March 21-24, 1999

Accreditation Team Recommendation: ACCREDITATION

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, a review of additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with the unit. The decision pertaining to the accreditation status of the unit was based upon the following:

1. Common Standards - The Common Standards were first reviewed one by one and then voted upon by the entire team. All were judged to have been fully met.
2. Program Standards - The Program Standards were first reviewed one by one and then voted upon by the entire team. All were judged to have been fully met, with the exception of one.
3. Overall Recommendation - The decision to recommend Accreditation was, in part, based on team consensus that all Common Standards were met. Although some areas of concern are noted in this report, the overall quality of the programs is good. Furthermore, the team determined that even though there were a few minor concerns, there were compensating strengths in the program area and that a stipulation should not be placed on the institution. Compensating strengths for this program included consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all three credential programs were effective and generally of high quality. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation.

Team Leader: R. Douglas Robinson
Simi Valley Unified School District

Team Member: Nancy Brashear
Azusa Pacific University

Team Member: Gary Hoban
National University

Team Member: Bettie Bryan Howser
Moreno Valley Unified School District

Team Member: Robert Reimann
Los Angeles Unified School District

DATA SOURCES

				INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED
M	S	A	T			
20	20	6	26	Program Faculty	*	Catalog
			2	Institutional Administration	*	Institutional Self Study
32	12	11	55	Candidates	*	Course Syllabi
12	7	2	21	Graduates	*	Candidate Files
			6	Employers of Graduates	*	Fieldwork Handbook
			4	Supervising Practitioners	*	Follow-up Survey Results
			5	Advisors	*	Needs Analysis Results
			3	School Administrators	*	Information Booklet
			1	Credential Analyst	*	Field Experience Notebook
			7	Advisory Committee	*	Schedule of Classes
					*	Advisement Documents
					*	Faculty Vitae
						Other (Name)

M-Multiple Subject, S-Single Subject, A-Administration, T-Total

Committee on Accreditation Action

- (1) The Committee acted to grant **ACCREDITATION** to Whittier College and all of its credential programs:

On the basis of this decision, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject CLAD Emphasis
- Single Subject
- Administrative Services
 - Preliminary
 - Professional

- (2) In addition:

- Whittier College's response to the preconditions is accepted.
- Whittier College is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Whittier College will be placed on the schedule of accreditation visits for the 2004-2005 academic year.

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation 1998-1999

APPENDIX B

Initial Program Accreditation Actions Taken by the Committee on Accreditation – 1998-1999

Introduction

Following is a summary of the initial program accreditation actions taken by the Committee on Accreditation during the 1999-99 academic year. For each program area, the institutions are listed in alphabetical order. For each of the institutions, the specific programs accredited are named in each listing.

Initial Accreditation Based Upon Panel Review

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the appropriate review panels. Each of the institutions listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate review panels following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

A. Programs of Professional Preparation for the Administrative Services Credential

California State University, San Marcos	Preliminary
Fresno Pacific University	Preliminary Internship
Humboldt State University	Professional
Mills College	Professional
University of California, Los Angeles	Professional
University of San Diego	Preliminary

B. Non-university Programs of Professional Development for the Professional Administrative Services Credential

Los Angeles Unified School District	Administrative Academy
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C. Programs of Professional Preparation for the Education Specialist Credential and Clinical Rehabilitative Services Credentials

Azusa Pacific University

Preliminary Level I

Mild/Moderate Disabilities

California Lutheran University

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

California Polytechnic University, San Luis Obispo

Preliminary Level I

Mild/Moderate Disabilities

Moderate/Severe Disabilities

California State Polytechnic University, Pomona

Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

California State University, Fresno

Preliminary Level I

Mild/Moderate Disabilities, including Internship

Moderate/Severe Disabilities, including Internship

Deaf and hard of Hearing

Professional Level II

Mild/Moderate Disabilities

Moderate/Severe Disabilities

California State University, Long Beach

Preliminary Level I

Mild/Moderate Disabilities, adding Internship

Moderate/Severe Disabilities, adding Internship

California State University, Los Angeles

Preliminary Level I, including Internships in all areas and

Professional Level II

Early Childhood Special Education

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Physical and Health Impairments

Visual Impairments

California State University, Northridge
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Deaf and Hard-of-Hearing
Early Childhood Special Education

California State University, San Marcos
Preliminary Level I
Mild/Moderate Disabilities
Moderate/Severe Disabilities
(Including Internship)

Fresno Pacific University
Preliminary Level I
Mild/Moderate Disabilities, including Internship
Moderate/Severe Disabilities, including Internship
Physical and Health Impairments, including Internship

Humboldt State University
Preliminary Level I
Mild/Moderate Disabilities

Mills College
Preliminary Level I
Early Childhood Special Education

Pacific Oaks College
Preliminary Level I
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Early Childhood Special Education

Point Loma Nazarene College
Professional Level II
Mild/Moderate Disabilities

San Diego State University
Preliminary Level I
Early Childhood Special Education
Mild/Moderate Disabilities, including Internship
Moderate/Severe Disabilities, including Internship
Physical and Health Impairments
Deaf and Hard of Hearing

San Francisco State University
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Deaf and Hard of Hearing
Physical and Health Impairments
Visual Impairments

Clinical Rehabilitative Services
Orientation and Mobility

D. Programs of Professional Preparation for Specialist Programs in Adapted Physical Education

California State University, Dominguez Hills

California State University, Sacramento

San Diego State University

San Francisco State University

- **Programs of Professional Preparation for the Multiple Subject Credential in the Accreditation Pilot Project Sponsored by Out-of-State Institutions Pursuant to Assembly Bill 2730 (Mazzoni).**

University of Phoenix
Multiple and Subject: CLAD Emphasis

Antioch University of Southern California
Multiple and Single Subject: CLAD Emphasis

Accreditation for the duration of the Accreditation Pilot Project (1999-2000), subject to the institution's satisfactory participation in the Pilot Project.

- **Programs of Professional Preparation for the Multiple Subject Credential in the Accreditation Pilot Project Sponsored by California Institutions Pursuant to Assembly Bill 2730 (Mazzoni).**

Multiple Subject: CLAD Emphasis Internship Credential (CalState TEACH) at the following institutions:

California State Polytechnic University, Pomona
California State University, Fresno
California State University, Fullerton
California State University, Hayward
California State University, Los Angeles
California State University, Monterey Bay

Initial Accreditation Based Upon Staff Review

The Committee on Accreditation granted initial accreditation to the following preparation programs, based upon the recommendations of the Commission consultants. Each of the institutions listed responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that described how each standard and precondition was met and that included appropriate supporting evidence. The program proposals were read by the appropriate consultant following the procedures adopted by the Committee on Accreditation. The programs were judged to meet all standards and preconditions.

A. Programs of Professional Preparation for the Multiple and Single Subject Credentials

Azusa Pacific University

Multiple Subject Internship Program

California State Polytechnic University

Multiple Subject: BCLAD Emphasis - Add Korean

California State University, Bakersfield

Single Subject CLAD Emphasis

California State University, Dominguez Hills

Multiple Subject: BCLAD Emphasis - Add Tagalog

California State University, Fresno

Single Subject: CLAD Emphasis

California State University, Fullerton

Multiple Subject: BCLAD Emphasis - Add Vietnamese

California State University, Long Beach

Multiple Subject: Middle Level Emphasis Program

California State University, Long Beach

Multiple Subject: BCLAD Emphasis - Add Khmer, Vietnamese

California State University, Los Angeles

Multiple Subject: BCLAD Emphasis - Add Cantonese, Mandarin

California State University, Northridge

Multiple Subject: BCLAD Emphasis - Add Korean

Fresno Pacific University

Multiple Subject: CLAD/BCLAD Emphasis Internship

Single Subject: CLAD/BCLAD Emphasis Internship

Holy Names College

Multiple Subject: CLAD Emphasis Internship Program

Single Subject: CLAD Emphasis Internship Program

- John F. Kennedy University
Multiple Subject Internship
Single Subject Internship
(These two programs are subject to all accreditation stipulations adopted by
the Committee on Accreditation at the April 1999 meeting.)
- Pacific Oaks College
Multiple Subject: CLAD/BCLAD Emphasis Internship Program
- Pacific Union College
Multiple and Single Subject: CLAD Emphasis
- St. Mary's College of California
Single Subject: CLAD/BCLAD Emphasis (Spanish)
- San Francisco State University
Multiple Subject Middle Level Emphasis and CLAD Emphasis
Program, Preliminary Level I Education Specialist Program in
Mild/Moderate Disabilities
Single Subject Middle Level Emphasis and CLAD Emphasis
Program, Preliminary Level I Education Specialist Program in
Mild/Moderate Disabilities
- San Jose State University
Single Subject Internship
- Sonoma State University
Multiple Subject: CLAD/BCLAD Emphasis Internship Program
Single Subject: CLAD Emphasis Program
- St. Mary's College of California
Multiple Subject: CLAD/BCLAD Emphasis Internship
- University of California, Riverside
Multiple Subject Internship: CLAD/BCLAD Emphasis (Spanish)
- University of La Verne
Multiple Subject: CLAD Emphasis Internship Program
Single Subject: CLAD Emphasis Internship Program

B. Programs of Professional Preparation for the Pupil Personnel Services Credential

California State University, Los Angeles

Pupil Personnel Services Internship Program with Specialization
in School Counseling and Child Welfare and Attendance

Phillips Graduate Institute

Pupil Personnel Services with Specialization in School Counseling

APPENDIX C

Additional Accreditation Actions Taken by the Committee on Accreditation 1998-1999

APPENDIX C

Additional Accreditation Actions Taken by the Committee on Accreditation – 1998-1999

Introduction

Following is a summary of other accreditation actions taken by the Committee on Accreditation during the 1998-1999 academic year. Actions include the withdrawal of programs, reinstatement of programs, removal of accreditation stipulations and changing of accreditation status.

A. Reinstatement of Professional Preparation Programs

In October, 1998, the Committee took action to reinstate the Health Services (School Nurse) Credential Program at **California State University, San Bernardino**. The institution is required to submit a complete response to the Commission's standards for the program and have it approved by the COA by the end of the 1998-1999 academic year.

B. Withdrawal of Professional Preparation Programs

In October, 1998, the Committee approved the voluntary withdrawal of the Program of Professional Preparation for the Child Welfare and Attendance Specialization of the Pupil Personnel Services: School Social Work Credential at **California State University, Sacramento**.

In In October, 1998, the Committee approved the voluntary withdrawal of the the Program of Professional Preparation for the Pupil Personnel Services: School Psychology Credential at **University of California, Davis**.

In October, 1998, the Committee approved the voluntary withdrawal of the Program of Professional Preparation for the Clinical Rehabilitative Services Credential in Audiology at **San Jose State University**.

In March, 1999, the Committee approved the voluntary withdrawal of the Professional Preparation Program for the Reading/Language Arts Specialist Credential and the Professional Preparation Program for the Specialist in Special Education Credential at **Simpson College**.

All four programs no longer accept candidates and the programs are not included in any continuing accreditation visits. A withdrawn program may be re-accredited only when the institution submits a new proposal for initial accreditation according to the policies of the Committee on Accreditation. From the date in which candidates were no longer admitted to the program the institution must wait at least two years before requesting re-accreditation of the program.

C. Removal of Accreditation Stipulations

In January 1999, the Committee voted to remove two stipulations on the programs of professional preparation at **Sonoma State University**. The programs

were the Multiple Subject CLAD/BCLAD Internship and the Single Subject CLAD Emphasis. The institution was required to submit a complete program proposal responding to the Commission's standards and have the program recommended for initial accreditation. The Committee on Accreditation made the initial accreditation decision for both programs at its January 1999 meeting.

In June 1999, the Committee voted to remove four stipulations placed on the programs of professional preparation at **San Jose State University**. The stipulations were related to implementation of a comprehensive program evaluation system, allocation of resources for programs and technology infrastructure and training and evaluation of field supervisors. The institution provided written evidence of steps taken to address the stipulations. The institution was given additional time to remove the remaining stipulation related to the Reading/Language Arts Specialist Program.

D. Removal of Accreditation Stipulations and Change of Institutional Accreditation Status

In August, 1998, the Committee voted to remove the stipulation on the faculty standard at **California State University, Stanislaus**, based on the staff evaluation of the institutional response to the stipulation. Further, the Committee on Accreditation voted to change the accreditation status of California State University, Stanislaus from "Accreditation with a Substantive Stipulations" to "Accreditation" based upon the removal of the above stipulation.

In August, 1998, the Committee voted to remove the technical stipulation placed on a Program of Professional Preparation at **California State University, Northridge** for the Pupil Personnel Services Credential Program in School Psychology. The institution was required provide a response to the Committee on Accreditation about actions taken to remedy all standards less than fully met within one calendar year from the date of the original action. A written report was provided for staff review, providing the requested information. The Committee on Accreditation also voted to change the accreditation status of California State University, Northridge from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the above technical stipulation.

In January 1999, the Committee voted to remove the stipulations on the Programs of Professional Preparation at **San Diego State University**. The institution was required to submit a revised program proposal for the Deaf/Hard of Hearing Program, make certain adjustments in Pupil Personnel Services Credential Program in School Social Work. The institution supplied the requested written information. On the basis of the removal of the stipulations, the Committee on Accreditation also voted to change the accreditation status of San Diego State University, from "Accreditation with Technical Stipulations" to "Accreditation."

In March 1999, the Committee voted to remove the four stipulations on the Programs of Professional Preparation at **California State Polytechnic University, San Luis Obispo**. The institution was required to submit written information related to the four stipulations and have the responses verified by a re-visit team. The institution supplied the requested written information and the team determined that the stipulations should be removed. On the basis of the removal

of the stipulations, the Committee on Accreditation also voted to change the accreditation status of California State Polytechnic University, San Luis Obispo, from "Accreditation with Substantive Stipulations" to "Accreditation."

In May, 1999, the Committee voted to remove the technical stipulation placed on the Program of Professional Preparation at **Patten College** for the Multiple Subject Credential Program related to the design and rationale of the program. The institution was required provide a response to the Committee on Accreditation about actions taken to remedy the stipulation within one calendar year from the date of the original action. A written report was provided for staff review, providing the requested information. The Committee on Accreditation also voted to change the accreditation status of Patten College from "Accreditation with Technical Stipulations" to "Accreditation" based upon the removal of the above technical stipulation.

In May, 1999, the Committee voted to remove the two remaining stipulations placed on the Programs of Professional Preparation at **Sonoma State University** related to the comprehensive program evaluation system and the selection, training and evaluation of field supervisors. The institution was required provide a response to the Committee on Accreditation about actions taken to remedy the stipulations within one calendar year from the date of the original action. A written report was provided for staff review, providing the requested information. The Committee on Accreditation also voted to change the accreditation status of Sonoma State University from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the above stipulations.

In May 1999, the Committee voted to remove the five stipulations on the Programs of Professional Preparation at **Simpson College**. One stipulation related to concerns expressed about the Common Standards. Additional stipulations were placed on the following four programs: Multiple Subject Program, Single Subject Program, Administrative Services and the Reading/Language Arts Program. The institution was required to submit written information related to the five stipulations and have the responses verified by a re-visit team. The institution supplied the requested written information and the team determined that the stipulations should be removed. On the basis of the removal of the stipulations, the Committee on Accreditation also voted to change the accreditation status Simpson College, from "Accreditation with Substantive Stipulations" to "Accreditation."

In May 1999, the Committee voted to remove the four stipulations on the Programs of Professional Preparation at **California State University, Monterey Bay** related to advice and assistance, evaluation of faculty supervisors, faculty supervision assignments and procedures for candidate assessment. The institution was required to submit written information related to the four stipulations and have the responses verified by a team re-visit. The institution supplied the requested written information and the team determined that the stipulations should be removed. On the basis of the removal of the stipulations, the Committee on Accreditation also voted to change the accreditation status of California State University, Monterey Bay from "Accreditation with Substantive Stipulations" to "Accreditation."